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ABSTRACT

Evaluation of effectiveness of an experimental tutoring program for 22 Latino junior high students in Antelope Valley, California, sought to determine whether the program would change students' school achievement, school-related behaviors, and self-esteem positively. The tutorial system was based on personal analysis of the students' learning problems--cognitive, cultural, social, and emotional. Students were tutored by college students proficient in Spanish and familiar with Latino culture. Tutors focused on role-playing, academic achievement, and adjustment; they served as companions and role-models of achievement. The Latino students showed no measurable improvement in reading achievement, but informal conversations showed oral English improvement. All 22 students planned to attend college rather than dropping out of high school, and all of their report cards were marked higher by their teachers. Students showed no measurable gains in self-concept or improvement in attendance. However, behavioral assessments of the tutors by their teachers showed significant improvement. A significant correlation between self-concept scores and teachers' behavioral ratings suggested that the less frequently students evidenced inappropriate behaviors, and the more they improved in this respect, the higher their self-concept. Journals kept by the students indicated much improvement in self-esteem and positive attitude. (MH)

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ED237307

The University of San Francisco

THE EFFECTIVENESS OF A TUTORING PROGRAM FOR JUNIOR HIGH LATINO STUDENTS

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A Dissertation

Presented to

The Faculty of the School of Education

Multicultural Education Program

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

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Abstract

THE EFFECTIVENESS OF A TUTORING PROGRAM FOR
JUNIOR HIGH LATINO STUDENTS

The study consisted of the evaluation of an experimental tutoring program designed specifically for Latino junior-high students to determine whether these students' school achievement, school-related behaviors and self esteem could be changed in a positive way. Students were tutored by tutors who shared a connection with them which was personally relevant, namely, interacting with them as co-learners in a zone of proximal development. (Trueba (1981) defined the zone of priximal development as the distance btween the actual developmental level (as determined by independent problem solving) and the level of potential development (as determined by problem solving under adult guidance or in collaboration with a more capable peer). Theoretically, if a Latino student were taught by an instructor or peer who connected to the student's original mental code (for language and concepts), potential and actual problem solving could merge.

The tutorial system that was implemented was based on a personal analysis of the student's learning problems--cognitive, cultural, social and emotional.

Results of the evaluation of the program showed that Latino students did not show a measurable improvement in their reading achievement; however, oral English improvement was noted in informal conversations. All 22 of the tutees in the program were planning to go on to college, rather than dropping out after high school. And every report card was marked higher by their teachers on all levels.

There were also no measurable gains in self concept. Nor did the tutors show a measurable improvement in attendance. However, behavioral assessments made of the tutors by their teachers and the tutors themselves showed significant improvement. Much more positive classroom behaviors were observed as a result of students participating in the tutoring program. There was also a positive relationship between teachers' behavioral assessment scores and students' self-esteem scores. The students themselves kept journals about their experiences in the tutorial program and according to these journal accounts much improvement in self-esteem and positive attitude was experienced.

CHAPTER I

THE PROBLEM

Introduction

The incidence of dropouts of Latino descent from junior and senior high schools is the highest of all minority ethnic groups.[1] Moreover, as shown in the 1981 census studies, the Latino minority is the largest in the United States. In Los Angeles, California (the site of the study) 37 percent of the secondary level students are of Latino ethnicity.[2] These students represent a challenge to educators to intensify their techniques in an effort to keep the Latino in school. Kennedy stated,

> The new immigrant needs the recognition of himself as a person--a requirement which society can meet only through respect for that person's heritage, his native language and his way of life.[3]

It is to be hoped that a Latino tutorial program can focus on the Latino's needs and thereby meet the challenge.

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[1]Leonard Fierro, The Underachieving Chicano and Hispanic Conference Report, Los Angeles County, 1982.

[2]Bureau of the Census, United States Department of Commerce, 1980.

[3]John Fitzgerald Kennedy, A Nation of Immigrants (Boston: Harvard University Press, 1963), p. 8.

This study assesæd the relative merit of such a tutorial program and how it met the challenge for Latino students.

Statement of the Problem

This study was conducted to determine whether a tutorial program designed specifically for Latino junior-high school students can affect students' school achievement and school-related behaviors in a positive way and also help students develop high self-esteem.

Latino students who speak Spanish come from a number of different countries and a variety of different backgrounds, from the Mexican farm workers to the political refugees of Ecuador. Yet, all speak Spanish and have a common ethnic heritage.

Anthropologists such as Susan Urmston Philips have shown how ethnographic research can improve our understanding of effective teaching for ethnic minority students.[1] Many of these students have learned patterns of verbal and nonverbal behavior at home which are in conflict with common Anglo patterns of classroom communication. Philips argues that children of minorities are enculturated in their preschool years into modes of organizing the transmission of verbal messages that are culturally different from those of Anglo

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[1]Susan Urmston Philips, The Invisible Cuture (New York: Longman, 1983).

middle-class children.

> This difference makes it more difficult for them to then comprehend verbal messages conveyed through the American school's Anglo middle-class modes of organizing classroom interaction.[1]

Academic failure is just one of the many ways in which these problems manifest. According to Wilson, student class behaviors are related to the values the students perceive as significant in class.[2] For this reason, it is essential that the values a student brings with him/her from home or community be examined for their compatibility with those the teacher wants to foster. This point is further emphasized by Trueba who states that Latino children who learn to learn in their mother language and culture, that is, whose past experiences were coded and classified in a sociolinguistic, cultural, and cognitive system are suddenly, in American classrooms, confronted with the Herculean task of internalizing, organizing, and using past experiences via a second language and second culture. If they fail they will not be able to construct a bridge between the original world and their new one.[3] There can be little meaningful

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[1]Ibid., p. 57.

[2]Steven Wilson, "Ethnographic Evaluation in Education," Journal of Research and Development in Education 9 (1976):3-47.

[3]Henry T. Trueba, "The Meaning and Use of Context in Ethnographic Research: Implications for Validity," NABA Journal 6 (1981-82):15.

teaching-learning interaction with capable adults and peers while children acquire the foreign language spoken in the school. Thus, according to Trueba, their opportunity to experience a zone of proximal development, becomes considerably reduced.[1]

The zone of proximal development was first defined by Vygotsky[2] and quoted by Trueba as the distance between the actual developmental level (as determined by independent problem solving) and the level of potential development (as determined by problem solving under adult guidance or in collaboration with a more capable peer). If a Latino student were taught by an instructor or peer who could connect to the student's original mental code/classification system, potential and actual problem solving could be merged. The key to such a tutorial system would be the linkage between the student and the teacher or tutor. To find the link to the student's coding/classification system and to bridge from the one presented in the Anglo classroom to the one the student understands would appear to be the key to a successful educational experience.

Latino students continue to fail in United States

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[1] Ibid., p. 86

[2] Peg Griffin, Denis Newmay and Michael Cole, Activities, Actions and Formal Operations: A Vygotskian Analysis of a Piagetian Task (Laboratory of Comparative Human Cognition).

classrooms in spite of programs to alleviate or abate their lack of achievement. According to Gumperz,[1] it is necessary to design programs that are based on a microethnographic approach. Ethnography focuses on the process of transmission of knowledge, the form that knowledge takes, and acknowledges that access to it is both socially defined and socially constrained. It is not possible therefore to assume that the problem of cultural variability in the classroom can be solved by changes in language code or discourse style, or even teaching strategies if these are taken as single factors to be manipulated out of context.

Background and Need for the Study

In the specific school district that was the site of the current study, Latino students recommended for inclusion in the tutorial program are often plagued with problems which appear academic and which certainly relate to their achievement, but which are also related to their cultural and ethnic backgrounds. One girl was constantly truant from school or cutting classes which hampered her progress in the classroom. When an attempt was made to determine the cause of her truancy, it was discovered that her parents saw little value in education for girls and required her to be at home for domestic work. In another

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[1]John J. Gumperz and D. Hymes, eds. The Ethnography of Communication. (Washington, D.C.: American Anthopological Association, 1964.

instance, a young boy who was leader of a school gang was found, upon probing, to feel completely isolated from the Anglo majority in the school. The gang was his way of creating acceptance. On the surface, the problems of these students appear to have little to do with cultural differences. However, such problems often have a basis deeply rooted in cultural conflict. Any program that is to be successful with these students must address the cultural conflict at its most fundamental level.

Purpose

The purpose of this study was to determine the effectiveness of a tutorial system in which students were tutored by tutors who interacted with them as co-learners, working with the student in a zone of proximal development in which problem solving and study skills were transmitted.

The tutorial system that was implemented was based on a personal analysis of the student's learning problems-- cognitive, cultural, social or emotional. Through cultural awareness, participant observation and dialogue, the tutors explored the ways in which communicative behavior was less culturally alien and uncommon to the tutees. Subsequent teaching-learning experiences were based on an established relationship between the tutors and students.

Research Questions

1. Did Latino students tutored show a measurable improvement from their initial level of reading achievement?

2. Did Latino students tutored show measurable gains in self-concept?

3. Did Latino students tutored show measurable improvement in attendance?

4. Did community college tutors perceive improvement in Latino students' academic behavior (disciplined study, compliance with rules and regulations, etc.) from prior to after the students' participation in the tutorial program?

5. Do junior high teachers perceive a significant improvement in Latino students' class behavior from prior to after the students' participation in the tutorial program?

6. Was there a correlation between teachers' perception of students' behavior and improvement in reading skills and self-concept?

Theoretical Assumptions

This study rested on the assumption that Latino tutees would change behavior patterns if helped by tutors who shared a connection with them which was personally relevant. The tutors tried to develop a positive self concept in the tutees. Studies have shown that self-

concept is involved in an important way with learning.[1] Gillman concluded that children's self-concepts are affected by minority group membership and language deficiencies.

Scope and Delimitations

The scope was limited to Junior High Latino students tutored by college students from a variety of ethnic backgrounds.

The tutorial program is a "pilot" program in its second year of implementation at a junior college in the Los Angeles, California greater metropolitan area. Only one semester was used for the dissertation project. This short period of time may not have reflected the benefits of the program in its entirety.

Definition of Terms

Achievement - the level of accomplishment in courses undertaken by the junior high school students in the tutoring program.

Anglo - a cultural term used in the United States to refer to people descended from English ancestors

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[1] W. B. Brookover, E. L. Erickson and L. M. Joiner, "Self Concept of Ability and School Achievement," Sociology of Education 32 (1964):271-279; Geneva B. Gillman, "The Relationship Between Self Concept, Intellectual Ability, Achievement and Manifest Anxiety Among Select Groups of Spanish-Surnamed Migrant Students in New Mexico" (Ph.D. dissertation, University of New Mexico, 1969), pp. 6-7.

whose culture shows the strong influence of that English heritage.[1]

Latino student - a member of one of the modern peoples whose language is derived from the Latin of the ancient Romans and who is a native of a Latin American country or a descendant of Latin American people. The modern connotation is usually Hispanic or Spanish speaking.

Self-Concept - the concept or opinion one holds of one's self in terms of one's ability and talent and self-worth, as measured by a self-concept test.

SES - the social and economic rank or standing with regard to the society in which a person lives.

ZOPD - zone of proximal development refers to a collaborative effort, where a tutor (more capable) works on a problem with a tutee who could not work on the problem alone.

Significance and Implication of the Study

There are not many tutoring programs for Latino students and those that exist have not been systematically evaluated. A proposal for funding for paying the tutors is presently being studied in Sacramento.

It is of general benefit to educators and administrators to know the best way to acculturate and teach

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[1]Philips, The Invisible Culture, 1983.

minority students who otherwise remain outside the mainstream of society. The pedagogy of the dominant class as Paulo Freire states will not allow the minority to enter. On the other hand the education of the oppressed minority will liberate it. A pedagogy that has the life of the subcultures will find its way towards liberation. Thus, if the administrator and the educator find the "pedagogy of the oppressed" both will be liberated. "Pedagogy is Anthropology."[1]

The Department of Education reports that 62 percent of high school Latinos graduate as opposed to 76 percent of Black and 84 percent of Anglo. The State Department figures are alarming because they show a diploma gap, i.e. a drop of -28.8 percent Latino graduates from 1979 to 1981. In 1979 there were 66,812 Latinos who graduated as opposed to 47,575 who graduated in 1981.

How far these figures are from the stated goals of John Vasconcellos, chairman of Goals for California Schools Committee:

> California has just completed a statewide school/community by school/community goals proess. Not surprisingly, every school/community placed reading, writing, and arithmetic among its primary goals for its children.
>
> The addition of self-esteem as a fourth major goal of education is monumental. It signals a revolutionary cultural reversal from self-denial to self-actualization. But it is a revolution in the best

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[1]Paulo Freire, Pedagogy of the Oppressed. Buenos Aires, Argentina, 1972.

> American sense . . . for it signals as well the embodiment of, and foundation for realizing, the dream of our founding fathers, real self-determination. The first line of the first section of the California Constitution reads: 'All persons are by nature free and independent.' And it is hopeful because learning is a function of self-esteem, as are life and humanness itself.
>
> So the emerging major task in education today is to define self-esteem, and to discover the process by which it is nurtured.[1]

John Dewey had stated earlier:

> The aim of education is growth or development both intellectual and moral. Ethical and psychological principles can aid the school in the greatest of all conconstructions . . . the building of a free and powerful character. Only knowledge of the order and connection of the stages in psychological development can insure this. Education is the work of supplying the conditions which will enable the psychological functions to mature in the freest and fullest manner.[2]

The applicability and usefulness of either phenomena needs to be given attention in determining self-esteem and psychological functions of the educative process.

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[1]Jack Canfield and Harold G. Wells, 100 Ways to Enhance Self-Concept in the Classroom (New Jersey: Prentice-Hall, Inc., 1976), p. xii.

[2]John Dewey, "What Psychology Can Do for the Teacher," John Dewey on Education: Selected Writings, ed. R. Archambault (New York: Random House, 1964).

CHAPTER II

REVIEW OF RELATED LITERATURE

Overview

The nature of the individuals involved in tutoring was the most critical part of this study. For this reason literature herein documents the tutor/tutee interaction. The various steps needed in the process of communication as well as the skills needed to give and interpret messages will be discussed. The review of the literature begins by laying an appropriate theoretical basis for the psychological and sociological framework. As a key frame, the Ethnography of Communication[1] was used as a fundamental approach to the interactional analysis of peer tutoring. Consequently, the participant structures of this interaction[2] were described to show how the

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[1]John J. Gumperz and D. Hymes, eds., The Ethnography of Communication (Washington, D. C.: American Anthropological Association, 1964); Frederick Erickson, "What Makes School Ethnography Ethnographic?" Anthropology and Education Quarterly 4 (1976):10-19; Frederick Erickson, "Some Approaches to Inquiry in School-Community Ethnography," in Culture and Bilingual Classroom: Studies in Classroom Ethnography, eds. H. Trueba, et al. (Newbury House, 1981).

[2]Susan Philips, "Participant Structures and Communicative competence: Warm Springs Children in

interactions are organized in order to produce specific outcomes, namely English proficiency and increase in self-esteem. The "zone of proximal development" has been used as a key concept to the understanding of meaningful and productive learning interaction. Trueba states that peer tutoring involves learning processes and cognitive development which is conditioned to meaningful communicative exchanges that are 'proximally' relevant and

> the role of tutors in peer tutoring is not only the transmission of knowledge and the explanation of subject matter, but they should serve as a broker between two diverse socio-cultural, linguistic and cognitive worlds.[1]

[Although not peers, the effect can be expected to occur in a tutoring situation such as the one in this study where younger people were tutored by students older than themselves.]

Michael Coles' work[2] shows the difficulties and long standing confusions that exist between culture and cognition. The history of research on culture has been

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Community and Classroom," in Functions of Language in the Classroom, eds. C. Cazden, D. Hymes, and V. John (New York: Teachers College Press, 1972).

[1]Henry Trueba, private letter to the author, quoting Coles (June 18, 1982).

[2]S. Scribner and Michael Cole, The Psychology of Literacy (Cambridge, Mass.: Harvard University Press, 1981); Michael Cole, et al., The Cultural Context of Learning and Thinking (N.Y.: Basic Books, 1971); Michael Cole and S. Scribner, Culture and Thought: A Psychological Introduction (New York: John Wiley and Sons Inc., 1974).

controversial between those that maintain that there are no significant differences in human thinking and others who insist that cultural differences are necessary in understanding man's nature.

Cole examined the historical concern with cultural influences on thinking by summarizing biological accounts by Spencer in the decade 1890 to 1900. Spencer thought "development of the higher intellectual faculties has gone on pari passu with social advance, alike as cause and consequence."[1] Thus, Englishmen of the 19th Century were thought to be of the highest mentality. "Primitive thinking" was said to be "deficient" if it did not measure to English thinking. With this attitude, many non-English people remained in isolatation from the mainstream of English society. However, the social scientist Franz Boas[2] challenged the identification of race with culture as he pointed out "the very concept of race is a scientific 'dead end'."

Boas described how Levy-Bruhl maintained that the proper way to study individual mental functioning is through an analysis of the culture of which the individual is a member. He held that culture was a set of general beliefs called "collective representations" which regulate

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[1]Ibid., pp. 90-91.

[2]Franz Boas, The Mind of Primitive Man (Norwood, N.J.: Ablax, 1965), pp. 7-10.

the thought processes of the individuals in that group. "The collective representations of the average European keep the intellectual, motor and emotional realms distinct from each other. But the collective representations of primitives do not."[1] Boas challenged the whole idea that one can draw inferences about processes and beliefs and customs of a people.

Jerome Bruner, an American, has stated "that intelligence is to a great extent the internalization of 'tools' provided by a given culture."[2]

Contemporary social scientists argue that the "functions of the human mind are common to the whole of humanity."[3] According to this view observed differences are in content: the belief systems and cultural premises of traditional people may differ from those of industrialized societies but they embody the same logical processes and are in concert with relation to cause and effect.

The search for an "ethnic" or insider's view of reality was introduced in December, 1964 in the American Anthropologist. Gumperz and Hymes[4] introduced a

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[1]Cole and Scribner, Culture and Thought, p. 20.

[2]Ibid., p. 24

[3]Boas, The Mind of Primitive Man, p. 135.

[4]Gumperz & Hymes, eds., The Ethnography of Communication.

"holistic" ethnographic approach to communication. The important sociolinguistic questions dealt with the non-verbal communication and the capacity to generate and interpret appropriate linguistic messages in given social contexts. In other words, the other abilities that had to be mastered in a social context besides grammatical competency.[1]

Earlier Gumperz had emphasized the need to generate appropriate behavior in order to communicate.[2] Thus, one of the important areas of current research is the one assessing cultural congruence between teacher and students.

Phillips, Au and Jordan, and Erickson and Mohatt use the term "participant structures".[3] Through social mediation the participants create contexts for communication within each event.

The Student as Teacher--Changing Roles

Latino educators are increasingly aware of the part tutors need to play to assist other Latinos to achieve in

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[1]John J. Gumperz and J. Cook-Gumperz, Beyond Ethnography in Educational Discourse (Norwood, N. J.: Ablex, 1982).

[2]Gumperz and Bymes, eds., The Ethnography of Communication.

[3]G. Mohatt and F. Erickson, "Cultural Differences in Teaching Styles in an Odawa School," in Culture and the Bilingual Classroom: Studies in Classroom Ethnography, eds. H. Trueba et al. (Rowley, Mass.: Newbury House, 1981).

school and to gain self-esteem. One part they play is serving as role models themselves. Educators hope that by using students as tutors, the tutees will change certain attitudes and behaviors and adopt those more congruent with the culture in which they live. The tutors themselves may also change in the process, adopting the role of "authority" or "model" and increasing in maturity and self-esteem as a result. Sarbin reports on a number of studies which show the effects on the tutor and tutee when using students as teachers.[1] These studies have also demonstrated how student tutors change their personalities to fit their new role of "teacher." The normally passive, dependent role of tutee is turned into a role of being an active initiator of learning.

Roles are governed by expectations which derive from personal relations. Roles are structured or patterned within a cultural context. Within the culture, certain roles become well defined and there is agreement about the behaviors expected of its incumbents. A definition of role and personality was presented in Sarbin:

> role--uniformity in the behavior of different individuals occupying the same status;
>
> personality--uniformities within the behavior of one individual.

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[1]James Sarbin, Tutoring Techniques and Role Modeling (Englewood Cliffs, N.J.: Prentice-Hall, 1974).

The relationship between role and personality was seen as reciprocal. In fact, some authors believe that role and personality are intwined in one's sense of self.

> the sense of self is the emerging capacity to see onesself as an object (role)...which gives rise to beliefs and attitudes about oneself...in short, to a self-concept.[1]

The Latin student who adopts the role of teacher changes dramatically his or her concept of self. The traditional view of the student is as a passive, submissive obedient, dependent learner; the teacher is viewed as the active, directing, dominant, independent leader. When the Latin student adopts the role of teacher it is very likely that changes will occur in the self concept. Self-image is formed on the basis of others' reactions to the person.

As stated by Ellison:

> as we see our face, figure and dress in the (looking) glass and are interested in them because they are ours and pleased or otherwise with them...so in imagination we perceive in another's mind some thought of our appearance, manners, aims, deeds, character, friends,[2] and so on, and are variously affected by it.

However, there are many other characteristics that may be involved in enhancing the tutor-tutee relationship. Ellison presented a definition of a good tutor as one who:

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[1]Ibid., p. 25.

[1]Mark Ellison, "A Tutoring Program in a Community College" (Ph.D. dissertation, University of California, Los Angeles, 1972).

1. knows where the student is and takes this into account by not going too fast, thus avoiding misunderstanding and confusion

2. challenges students to discover, moves quickly, and solves problems by applying pressure for constant forward motion

3. is flexible enough to meet the students' needs[1]

Other important aspects of tutor behavior mentioned by Ellison included:

1. informing the tutee of the learning objectives and responses expected

2. establishing friendly rapport with the tutee

3. giving the correct response following an error rather than punishing

4. giving immediate results for each response

5. giving much positive reinforcement

6. using the criteria to evaluate the need for interrupting the planned instruction (in programmed tutoring) to deal with the problem

7. using the criteria to determine when a task has been mastered so that repetitious practice can be avoided

8. using the criteria to determine when repetition of prior instruction is necessary.[2]

What students make the best tutors? This question was answered by Stallings[3]. She suggested that students who were either low or high in IQ who were likeable, had

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[1]Ibid., p. 17.

[2]Ibid.

[3]Jane Stallings, "How Instructional Processes Relate to Child Outcomes in a National Study of Follow Through," Journal of Teacher Education (Spring 1976):7.

high morale, self assertive, emotionally secure, and non-authoritarian. Additional characteristics mentioned were those of warmth, using praise and encouragement.

Methods of Tutoring

A new concept called "programmed tutoring" was introduced by Stallings[1]. This technique allows for maximum sensitivity to the individual learning characteristics of the tutees. As explained by Stallings, programmed tutoring involves controlling the tutors behavior by operational programs that specify how tutoring is done. The important part for this study is that the various parts of the program are highly sensitive to the interaction of the tutee with the material. This type of tutoring technique has also been called "structured".[2]

Stallings mentions several benefits of programmed tutoring including learning at a pace suitable to the tutee, and enhancement of tutoring due to the need for an active response followed by immediate feedback. Some authors suggested that this technique allows the use of tutors with minimal qualifications. As reported in Stallings, little critical judging ability is required by tutors using the programmed tutoring technique.[3]

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[1]Ibid., p. 18

[2]Ibid., p. 19.

[3]Ibid.

Unstructured tutoring is involved when the tutors behavior is not rigidly defined and controlled. According to Stallings, the tutor interacts with the learner in any manner the tutor chooses. Instead of just concentrating on subject matter, the tutee as a whole and his many differing needs in relationship to the school setting can be considered.

Some research reported by Spuck has been conducted to determine the benefits of programmed versus unprogrammed tutoring.[1] These studies found that directed tutoring showed no effect on increasing students' reading skills whereas programmed tutoring led to the most improvement. A study involving Mexican-American learners found that learning was best achieved in an atmosphere of cooperation rather than the competitive environment of most American classes. For the Mexican-American's poor self image to be improved, a one-to-one relationship appeared best suited.[2]

Characteristics of a Good Tutor

The concern of the current study is the importance of the relationship between the tutor and tutee. Once a person has adopted a particular self-concept, this is

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[1]D. W. Spuck, "Reward Structures in the Public High School," Administrative Quarterly 10 (Winter 1974):18-34.

[2]Ibid.

often reinforced by the other people in his or her environment as a "self-fulfilling prophecy." Spuck reported on research by Sherif, White and Harvey which experimentally confirmed that high-status people get cues that enhance their high status self concept, and low status people get cues that depress their self-concept.[1] This phenomenon has been referred to as "the social me." The student very much sees himself in terms of what others expect of him. The self concept is a social product whereby if someone looks at a child differently, imposing new expectations on him, different from those imposed on him in the past, he may be inclined to see himself differently. It has also been pointed out that a person's attitude will be influenced by the role he occupies in the social system.[2]

Benefits of Tutoring

There is a sparcity of empirical research involving student tutors as was noted at the "Workshop on the Helping Relationship" held at Chicago's Center for Continuing Education in July 1968[2]. The purpose of this gathering was to collect persons from across the country who had experimented with student tutoring, and who wished to

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[1]Ibid.

[2]Ibid.

[3]Workshop on the Helping Relationship (Chicago Center for Continuing Education, July 1968).

analyze outcomes and determine possible improvements. Projects reported at the conference were devoid of empirical data about effectiveness of tutors. No effort was made to evaluate the influence of tutors on tutees, although some reports mentioned the benefit of tutoring for the tutors.

Tutoring has gained impetus as an an important facet of education. One of the presenters at the workshop, Schrag,[1] mentioned that in addition to benefits in learning the subject matter, tutoring teaches methods of organization, the potentials of good education, and can give the tutor a sense of worth from the ability to have a positive effect on others. Another researcher presenting at the workshop was, Riessman[2] who also mentioned experimenting with the use of tutors as role models for exceptional boys who appeared to need a father figure. One researcher did mention the dual nature of benefit in the tutor-tutee relationship.

Literature on Evaluation

There are two kinds of evaluations; decision-oriented and conclusion-oriented studies.[3] Since the president of the Antelope Valley College,

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[1]Ibid. [2]Ibid.

[3]R. Cordova, Approaches to Assessing Bilingual Bicultural Programs (Washington, D.C.: U. S. Department of Education, 1980).

the site of the current study and the college administration need information to guide further action on the Latino tutoring program, one can say that the present study is a decision-oriented study. The results of this study may provide information relevant to the administration of the college for their decisions. The present investigation, however, can also lead to results of general significance to future tutoring projects. The project was submitted to the State of California Office of Education for funding purposes and the hope is that it can serve as an exemplary model for other college tutoring programs for Latinos.

Evaluation needs vary in terms of required needs assessment, student assessment, program evaluation and reporting. Cordova, Director of the Division of Program Development, United States Office of Education, stated in Approaches to Assessing Bilingual, Bicultural Programs:

> Of all the reasons for evaluating bilingual education programs, the weakest is because the funding agency requires it as part of the grant...[The need for bilingual programs to be evaluated is the same as for other programs, namely...] to improve what we are doing and to find better ways of doing a more effective job of educating children.[2]

The Office of Education and the Title VII regulations exhibit a narrow set of effects upon which to focus evaluation and for this reason Cordova suggests more money should be set aside for bilingual program

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[1]Ibid., p. .

evaluations.[1] He suggests these evaluations should be done in clusters rather than small local studies.

Troike states that:

> When the Center for Applied Linguistics surveyed over 150 evaluation reports as part of its work in developing the Master Plan for the San Francisco schools to respond to the Lau vs. Nichols decision by the Supreme Court, only seven (7) evluations were found which met minimal criteria for acceptability and contained useable information.[2]

Nevertheless, legislators are demanding evidence of results. A purely philosophical and descriptive evaluation will not suffice. They want measurable documentation. This documentation fails to take into account variables such as (1) the entry-level skills of the students; (2) the students' language dominance; (3) the availability of quality instructional materials.

Qualitative designs have become more popular recently because of policymakers' displeasure with quantitative studies that lack a richness of their findings and provide little understanding of why programs have null effects or how to improve them.[3] One policymaker stated qualitative studies were attractive because the "case

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[1]Ibid.

[2]Rudolph C. Troike, "Research Evidence for the Effectiveness of Bilingual Education," in Bilingual Education Paper Series 2 (December 1978), p. 3.

[3]Robert E. Herriott and William A. Firestone, "Multisite Qualitative Policy Research: Optimizing Description and Generalizability," Educational Researcher (February 1983):14-19.

study approaches. . .tend to yield less controversial findings, ones with conclusions on both sides of a political decision."[1] Another reason given for the recent emphasis on qualitative evaluation data has to do with the disagreement about validity of key dependent variables, measures of pupil performance, especially where standardized tests have been used to measure learning in minority group students. Ethnographic studies of minority children within the complex cultural context of their families, neighborhoods and schools were thought to be more likely to document beneficial program effects. Not only are dependent variables questioned, but also, questions have been raised about independent variables, particularly the degree to which programs implemented with Federal funding were sufficiently faithful to the intentions of their designers or enacted in a sufficiently uniform manner across most sites. More qualitative evaluations might assist policymakers in understanding why the same federally-funded program might be implemented differently in different schools or settings. One more issue that has raised the acceptability of qualitative evaluation studies of federally-funded programs has to do with the "forms-clearance process" in which forms used in evaluation must be approved and cleared by the government before their use in the evaluation process. Many evaluations circumscribed

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[1]Ibid, p. 15.

the "forms clearance hassle" by relying on unstandardized data collection procedures and more qualitative data reporting.

CHAPTER III

METHODOLOGY

Overview

This study determined the effectiveness of a tutorial program for junior high school students considering the factors of reading achievement, self-concept and behavior in the classroom. The improvement in students' attendance and learning of social interaction skills appropriate to the demands of their classroom teachers were observed by their community college tutors. The participants in the study were twenty-two junior high school Latino students who were identified by their teachers and principals as requiring special academic tutoring. As part of the regular tutoring program in the junior high school involved in the study, teachers complete a profile sheet for each student, stating what problems the student has, both academically and behaviorally.

Twenty-two college-age tutors visited the junior high school for the purpose of orientation and becoming acquainted with the setting. They met the principal who was their guide. The researcher, the vice-principal of academic affairs, and the vice-president in charge of

counseling were there to assist the principal. After an orientation session and a reading of student profiles, the college students chose the students with whom they wanted to work. They chose their tutees after listening to the profiles of the potential tutees and then choosing with whom they wanted to interact. The researcher examined students' scores on Stanford Achievement Test records and their attendance based on school records. The tutors described in essay form why they wanted to tutor and what they hoped to accomplish. There was a pre-evaluation on how the tutor/tutees felt about themselves through a series of questions on how they felt about themselves, whether they liked their friends, etc. After a semester the same questionnaire was administered by the researcher a second time and essays were written and oral interviews conducted with the students' teachers and tutors.

The tutees' profiles were examined before and after the semester. The teachers and principal were interviewed by the researcher to discuss the profiles they had written.

Design

The study was both quantitative and qualitative in nature, using questionnaires, criterion reference tests, and more descriptive methods of data collection. The quantitative measures were compared prior to and after students had participated in the tutorial program

to determine their reading achievement, attendance and self-concept gains. Questionnaires given to the tutee's teacher and tutor determined if there was improvement in the tutee's behavior. The quantitative analysis was embellished with descriptions of Latino students' responses to the tutoring program. Finally, the study answered if a correlation existed between the teachers' perceptions of the students' behaviors and students' improvement in reading skills and self-concept.

The qualitative aspect of the sudy was conducted through participant observation. The observation was carried out in the classroom, in the library and in the college classes the tutees visited.

The principal and participating members of the project were interviewed on a one-to-one encounter. At this time the tutees' journals were shared and their attitudes and feelings were compared to their attitudes at the beginning of the semester.

Procedures

The following paragraphs give a step-by-step account of the 1982 District Plan for the Cooperative Work Experience Latino Program. Of all the work experience programs at the community college site, only the Latino work experience was used as a model for the Chancellor's Office Title 5 compliance report. Title 5, Section

55250 requires that any program of Cooperative Work Experience Education (CWEE) conducted by a community college district must conform to a plan adopted by the distict board and approved by the Chancellor of the California Community Colleges.

The program was under the direction of the Latino Work Experience Coordinator who was also the researcher.

A. The researcher initiates and maintains on-the-job learning stations. The principal has suggested the library for this use, but the tutees are free to stay in the classrooms. Usually the tutee is taken out of class for the purpose of tutoring.

B. The researcher coordinates the program with the Principal, the Vice-Principal of Academic Affairs, the Vice-Principal of Counseling and Guidance and the Dean of Technical Education Work Experience.

The researcher shares on-the-job supervision with the employer. (In actuality, the reseacher gives the tutors' grades, supervises, and signs the employee form. [See the Evaluation Form in appendix D]).

1. As coordinator, the researcher consults with the employer (the college deans) and with the tutors' instructors for evaluating the tutors' educational growth on the job.

2. The coordinator is also responsible for giving written evaluations of the tutors' progress in

meeting planned on-the-job objectives.

3. The coordinator consults with the students in person once a week to discuss educational growth on the job.

4. The coordinator must have written measurable learning objectives. As shown on the form in appendix D, these objectives are assigned ratings (excellent, satisfactory, acceptable or poor) for relations with others, attitude, judgment, dependability, ability to learn, quality of work, punctuality, attendance, learning skills, and preparation for advancement.

C. One unit of credit is given for seventy-five hours of tutoring and counseling at school or outside the school. For example, the tutors, after getting proper permission from the parents of the tutees, may bring their tutees for lunch and a tour of the college. The college provides transportation and the Vice-President of Counseling provides a free lunch. The tutors may continue tutoring for the entire year and earn as many as four units of credit. Evaluation of tutors is reflected in the grade given to them on the Cooperative Work Experience Student Evaluation Form (see appendix D).

D. At the end of last years' (1981-82) pilot program, the tutors, tutees, the Deans, and the coordinator compared experiences and critiqued the program. The Vice-President of Academic Affairs and the Vice-President

of Counseling planned a luncheon to include these people.

To carry out the project of the current study, the following steps were carried out.

1. Attendance records were checked by the coordinator.

2. Reading scores of the Criterion Reference Tests were collected before the program began for all students in the tutoring program.

3. The principal was interviewed and asked to describe any behavior problems of the potential tutees.

4. The tutees' initial level of English was checked to determine general level of fluency (no English fluency, very limited, somewhat limited, English fluency) by conversing with the principal.

5. Tutors and tutees wrote out their feelings about the program and what they hoped to accomplish during the semester.

6. Tutees kept a daily journal.

7. Tutees visited a college on College Day and completed a questionnaire about their experience (see appendix E).

8. The tutors registered in a class designed just for them (#99R).

9. The tutors reported whether or not they were happy with their assigned tutee. If there was dissatisfaction, an effort was made to change pairs of tutors

and tutees.

10. Parental consent forms were sent out and approval for their child's participation requested.

11. Teacher approval forms were signed and collected.

12. The tutors began tutoring according to the Cooperative Work Experience Program requirements.

13. The tutoring program continued for one semester.

14. At the end of the semester, tutors were retested on reading achievement and self-concept and attendance records were checked.

Subjects

Latino Students

The subjects were Latino junior high school students. They were selected on the basis of having limited English skills and general inadaptability in the school setting. They were attending a junior high school in Los Angeles County, California. The site of the high school is situated fifty miles north of Los Angeles in the Antelope Valley. The Antelope Valley attracts migrant agricultural workers. Many of these workers are undocumented.

The junior high school is predominantly white, Protestant and middle class. For the Latino student to learn English means not only learning the phonetic structure of the language but it also means they have to adapt

to a new social system with new values, norms and rewards. The student must become familiar with these norms, values, expectations and rewards before he or she can achieve English proficiency.

The literacy level of the tutees' parents is also important as well as their own literacy level in the mother tongue. Because of these factors, permission to visit the homes was asked. The principal preferred that the tutoring was done during school hours (8:30 a.m. to 2:30 p.m.).

Tutors

The tutors included college level students who volunteered for work experience in the junior high school. They received one unit of credit for their seventy-five hours of semester work and they received the minimum wage of $3.50 an hour if funds were found; otherwise the students worked without pay. There were twenty-two tutors of different ethnic groups but all of them proficient in the Spanish language and familiar with the culture of the students.

The college student tutors focused on role playing, academic adjustment and achievement. Their role as tutors was multifaceted. They were companions and role models of achievement. The aim was to have positive program impact on teacher ratings of pupils' classroom and

attitudes toward work.

In any teaching activity there is a collaborative activity limited, sometimes, by the child subject. As the learning activity unfolds there are changes, especially in the child. The object is to change the child.

However, socio-cultural differences make Latinos the least assimilated ethnic group in the United States. One of the values most widely shared by Latinos is the emphasis on strong personal relationships based on mutual aid, respect, and openness. These values were emphasized by the tutors in communicating with their tutees.

The principal provided (1) a profile of each Latino student, (2) the parents' occupation (now and previously), (3) the country of origin, (4) students' scores from the Criterion Reference Test.

Instrumentation

Criterion Reference Test scores were collected both prior to and after completion of the semester project. The Los Angeles Unified School District (LAUSD) Criterion Reference Test in reading measured rapidity, comprehension and recall of materials. This test is a California State Exam in reading published by the Division of Program Evaluation, Office of the Superintendent, LAUSD. It is the reading test mandated for use by Los Angeles County in compliance with the Hart Bill (SB 64) establishing the need for minimum English proficiencies for graduation.

To construct the test, principals in the LAUSD junior high schools submitted objectives to be achieved by junior high students in their schools. According to Bogler, a consultant in the section of Proficiency Assessment within the Division of Educational Measurement and Evaluative Research of LAUSD, the test is allegedly culturally unbiased although it assumes a minimal level of English skills.[1]

The reliability of the Criterion Reference Test in Reading was assessed by using a latent traits and traditional split-half reliability procedure. The Kuder-Richardson KSR-20 showed a .93 correlation on the traditionally corrected scores and a .85 on the split-half procedure. (The "latent trait" method is explained by Traub).[2] The construct validity coefficient correlating test items to reading/language arts grades was .75.

The Tennessee Self-Concept Scale by William H. Fitts was administered twice to the tutees. This test consists of 100 self-descriptive items the student is asked to answer by marking on a 1 to 5 scale, from "completely false" to "complete true". The higher the score,

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[1]Dr. James Bogler, Educational Measurements and Evaluative Research Division, Los Angeles Unified School District, June 15, 1983, personal communication.

[2]R. Traub, ed., "Latent Trait Models and Applications, in Methodological Development: New Directions for Testing and Measurement (San Francisco: Jossey-Bass, 1979).

the higher the self-concept of the student. (See appendix B.)

Reliability data published in the manual shows test-retest reliability coefficients with sixty college students over a two-week period ranged from .60 to .92.[1] Validity of the Tennesee Self-Concept Scale is also extensive. Content validity studies were conducted comparing psychiatric patients with non-patients in which every score on the scale showed highly significant differences. The Pearson product-moment correlation with the Minnesota Multiphasic Personality Inventory (MMPI) showed the Tennesee Self-Concept Scale scores covaried with the MMPI scores in expected ways.

Attendance records were checked monthly to show days absent and improvement in attendance.

The Cooperative Work Experience Student Evaluation Form was provided by the Dean of Technical Education Work Experience Program and, although it is very general for research purposes, because it was mandatory for state funding, it was used in this study. The Dean must follow strict State requirements regarding completion of this form. (See appendix D).

A questionnaire adapted from the Validated Scale Questionnaire on Behavioral Problems was administered

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[1]William E. Fitts, Tennesee Self-Concept Scale Manual (Nashville, Tenn.: Counselor Recordings and Tests, 1965).

to the junior high school teachers to assess changes in tutees' behavior in the classroom. This same questionnaire was given to the tutors to complete.

The Validated Scale Questionnaire on Behavior Problems is distributed by Abbott Laboratories in North Chicago, Illinois. It consists of a list of behaviors that can be rated on a 1 to 4 scale from "not at all" characteristic of the student's behavior to "very much" characteristic of the student. The scale was adapted by omitting items and adding others appropriate to the Latino students under evaluation. The modified scale was named the Behavior Assessment Questionnaire. A copy of the adapted scale is presented in appendix C.

According to Conners, the scale has satisfactory coefficients of reliability, averaging about .92 on test-retest.[1] Correlations for a sample of teachers were between .70 and .93 and similar coefficients were found for parent samples. An analysis of the validity of the scale for rating hyperactive factors was made by administering teachers, fathers and mothers an abbreviated form of the questionnaire and correlating their responses for a given child. Based on 362 children, Pearson product-moment correlations were found to be .41 over all children

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[1]Keith Conners, Director of the Research Laboratory of Behavioral Medicine, Department of Psychology, National Medical Center, June 17, 1983, personal communication.

between teachers and parents, and .59 between fathers and mothers.

Data Collection

The steps taken to obtain the data are summarized below:

1. Criterion Reference Test scores were collected from the Latino tutees at the junior high school that was the site of the study in February and May of 1983 by Reading Personnel and given to the principal.

2. The Tennessee Self-Concept Scale was administered to the Latino tutees at the junior high school in February 1983 and May 1983 by the principal.

3. Attendance records of the Latino tutees were collected between September and December 1982 and between February and May 1983 from attendance office records at the junior high school by the researcher.

4. Tutors completed the modified Behavior Assessment Questionnaire in May 1983.

5. Teachers at the junior high completed the modified Behavior Assessment Questionnaire in May 1983.

Data Analysis

The data collection relevant to tutees included collection of (1) Criterion Reference Test scores in reading, (2) attendance records, (3) teachers' and tutors' ratings of tutees' behavior, and (4) self-esteem scores.

Qualitative data were also gathered on classroom teachers' and tutors' reactions toward the tutoring program. Data were also gathered to examine conceptualization and planning of the tutoring program, community involvement, institutional support, selection of staff and students and administrative management. Tutees' journals were read and teachers, tutors, tutees and the principal of the junior high school were interviewed.

Answers to the research questions were sought by using the following measures:

Research Question One: Did Latino students tutored show a measurable improvement from their initial level of reaading?

To answer question one, the Criterion Reference Test in reading was administered at the beginning of the semester and again at the end of the semester.

A pretest-posttest comparison was made using a Wilcoxin signed ranks test appropriate for a non-parametric comparison between two groups of related scores.

Research Question Two: Did Latino students tutored show measurable gains in self-concept?

To answer this research question, scores from the Tennessee Self Concept Scale were collected before and after the semester program. Again, the pretest-posttest comparison was be made using the Wilcoxin signed ranks test.

Research Question Three: Did Latino students tutored show measureable improvement in attendance?

This question was answered by looking at attendance records collected over the semester during which the students were in the tutoring program. Frequencies of absences were tallied and a mean frequency computed. A comparison was made between the average days absent in the first three months of the program with the average days absent in the final three months of the tutoring program. The Chi-square test was used to make the comparison.

Research Question Four: Did community college tutors perceive improvement in Latino students' academic behavior (disciplined study, compliance with rules and regulations, etc.) from prior to after the students' participation in the tutorial program?

The modified Behavior Assessment Questionnaire was used to collect information about the students' behaviors. Scores are on an ordinal scale from 1 to 4 for each behavior. Frequencies and percentages of response were analyzed using a Chi-square test.

Research Question Five: Did junior-high school teachers perceive a significant improvement in Latino students' class behavior from prior to after the students' participation in the tutorial program?

Again the modified Behavior Assessment Questionnaire was used to collect scores from students' teachers

regarding the students' behaviors in the class prior to and after students' participation in the tutoring program. Frequencies and percentages of responses were analyzed to determine teachers' perceptions using a Chi-square test.

Research Question Six: Was there a correlation between teachers' perceptions of students' behavior and students' improvement in reading skills and self-concept?

To answer this question, scores from the modified Behavior Assessment Questionnaire, the Criterion Reference Test and the Tennessee Self-Concept Scale were used. Because the scores from the modified Behavior Assessment Questionnaire are on an ordinal scale and because the group size was small (N=22) a non-parametric correlation procedure, the Spearman Rank Order correlation, was used.

The following table summarizes the evaluation questions, the data source, the instruments and scores, and the sample used in this study.

TABLE 3.1

EVALUATION DESIGN SUMMARY

Question	Data Source	Instrument	Sample (size)	Comparison
1. Differences in reading achievement before and after tutoring	tutees	CRT	22	Pre-Post
2. Differences in self-concept	tutees	Tenn Self-Concept Scale	22	Pre-Post
3. Differences in attendance	tutees	days absent	22	Pre-Post
4. Differences in tutor's perceptions of tutee's behavior	tutor	Modified Behavior Questionnaire	22	Post
5. Differences in teachers' perceptions of tutee's behavior	teacher	Modified Behavior Questionnaire	22	Post
6. Correlations between Behavior Assessment Questionnaire and the Criterion Reference Test and the Tennessee Self-Concept Scale				Post

CHAPTER IV

FINDINGS OF THE STUDY

Overview

The data were collected and scored as discussed in Chapter Three and submitted to non-parametric statistical analyses to answer the research questions of interest in the study. The analyses were hand calculated and results are presented in the following section.

Results

Research Question One - Did Latino students tutored show a measurable improvement from their initial level of reading achievement?

Means and standard deviations for pretest and posttest administrations of the Criterion Referenced Test were computed and the mean difference score found. Because there were only seven students who had both pretest and posttest scores, the Wilcoxin signed-ranks test was used to make the comparison rather than a t test between the means. Results are shown in table 4.1.

TABLE 4.1

RESULTS OF THE WILCOXIN TEST ON
CRT READING SCORES FOR LATIN TUTEES

Cases	Ties	+ Mean Ranks	- Mean Ranks	z	prob
7	3	3.25	5.00	.16	ns

As can be seen in table 4.1, there was not a significant gain from pretest to posttest in the CRT reading scores. In fact, of the seven tutees, three showed no measurable change in their scores, one gained slightly and three lost slightly.

The findings for research question one need to be expanded qualitatively as even the best quantitative designs, for example, those of highly ambitious federally funded educational efforts, do not show positive quantitative effects for minority group members.[1]

Modern research has shown qualitative data are more beneficial in showing effects of programs.[2] Trueba and others suggest a combination of qualitative and quantitative data be gathered to make adequate evaluations.

As long as the school administers the Criterion Reference Test for requirements for graduation, and as long as a minimal requirement in English reading is

expected, the minority students will not show "statistically significant gains." (Especially in this study where only seven students were available to take the test.)

Qualitatively, that is, through observation, the researcher noted an improvement in oral English in all the tutees. At the final luncheon all were asked to speak to give their opinion of the program and all did so in English. This they would not have been able to do in the Fall at the beginning of the tutoring program. All twenty-two tutees enrolled in high school in contrast to the usual pattern of "dropping out" which characterizes such a large percentage of minority students. Additionally, every report card grade was marked higher by the teachers on all levels. Even if the grades were colored somewhat by teacher expectations, the contrast between the grades and the Criterion Reference Scores alerted teachers of the tutees to the inadequacies of the Criterion Reference Test (CRT) as a tool for assessing English competency of these students. Comments by the teachers were that the reading program needs to be altered for students not meeting the minimal requirements based on the CRT. It was mentioned that good Spanish reading proficiency was a real asset in English reading proficiency. One of the tutored students, a recent immigrant to the United States, who showed a gain in reading scores studied only English vocabulary for

the entire year. This student was then able to outperform Chicano students who had been in the United States schools since the first grade. The student demonstrated that gaining a high proficiency in reading Spanish might be a good way to approach learning to read in English. Certainly this approach bridged the cultural gap and provided a common world view and cultural basis for the cognitive processes involved in reading.

The principal of the junior high school agreed to provide a bilingual class if ever funds were available to do so.

Research Question Two - Did Latino students tutored show measurable gains in self-concept?

To answer this question, again, the Wilcoxin signed ranks test was used comparing the pretest and posttest self-concept scores. Results are shown in table 4.2.

TABLE 4.2

RESULTS OF THE WILCOXIN TEST ON SELF-CONCEPT SCORES FOR LATIN TUTEES

Cases	Ties	+ Mean Ranks	- Mean Ranks	z	prob
11	2	7.12	4.30	1.04	ns

Although there was a positive change for five of the eleven students, there were negative changes for the

other six students. The overall change from pretest to posttest on self-concept scores was not significant.

Research Question Three - Did Latino students tutored show measurable improvement in attendance?

To answer this question, the total days absent for the tutees for months from September through December 1982 were compared with total days absent between February and May 1983. There were 74 absences during the first period and 76 absences during the second period, showing no significant difference (Chi-square = .66, df = 1, ns).

Research Question Four - Did community college tutors perceive improvement in Latino students' academic behavior from prior to after the students' participation in the tutorial program?

Tutors' scores from the Behavior Assessment Questionnaire were used to answer this research question. The response possibilities on this instrument ranged from a high of "1" to a low of "4" in terms of the frequency of undesirable behaviors. Tutors were asked to judge the tutee's behavior on each item relative to the tutee's behavior at the beginning of the tutoring program. The results of the analysis are shown in table 4.3.

TABLE 4.3

RESULTS OF THE CHI-SQUARE ANALYSIS OF TUTORS' RATINGS OF TUTEES' BEHAVIORS

Total Scores		Chi-square	df	prob
Response Choice 1:	120			
Response Choice 2:	61			
Response Choice 3:	23			
Response Choice 4:	5			
		85.26	3	< .01*

*significant

As evident from table 4.3, there was, in the opinion of the tutors, improvement in the tutees' behaviors from the beginning to the end of the tutoring program. There was a significant difference in the frequencies of different response choices with the Response 1 and 2 frequencies higher than the Response 3 and 4 frequencies. Given that Responses 1 and 2 both indicated positive change while 3 and 4 indicated little or no change, these findings suggest that the tutees did improve in the behaviors assessed in the Behavioral Assessment Questionnaire at least in the perception of their tutors.

Research Question Five - Do junior high teachers perceive a significant improvement in Latino students'

class behavior from prior to after the students' participation in the tutorial program?

The Behavioral Assessment Questionnaire was also used to collect scores from the teachers of the student tutees. Again, the frequencies of responses to each of the four response choices were compared by a Chi-square test. Results are shown in table 4.4.

TABLE 4.4

RESULTS OF THE CHI-SQUARE ANALYSIS OF TEACHERS' RATINGS OF TUTEES' BEHAVIORS

Total Scores		Chi-square	df	prob
Response Choice 1:	184			
Response Choice 2:	169			
Response Choice 3:	78			
Response Choice 4:	38			
		25.47	3	< .05*

*significant

According to the Chi-square test there was a significant difference among the frequencies of teachers' responses to each of the four response choices. As can be seen, teachers also indicated that they saw improvements in students' behaviors by selecting Responses 1 and 2 much more often than Responses 3 and 4. These results support

and validate the previous finding that tutors perceived improvement in the student tutees' behaviors.

Research Question Six - Is there a correlation between teachers' perception of students' behavior and improvement in reading skills or self-concept?

A Spearman Rank-Order Correlation coefficient was computed between the students' ranks in reading gain scores and the teachers' Behavioral Assessment scores and found to be $r = -.43$, $df = 6$, ns. Although the correlation was moderate in size, it was not significant because of the small sample ($N = 6$). The correlation between students' self-concept score and teachers' Behavioral Assessment scores was found to be $r = -.46$, $df = 9$, $p < .05$. This correlation was about the same magnitude and direction as the correlation between reading gains and teachers' ratings, but because the sample size was slightly larger, it was found to be statistically significant. This suggests that the lower (and therefore better) the teachers' rating on the Behavioral Assessment Questionnaire, the higher (and therefore better) the students' self-concept score.

From a qualitative viewpoint, it appeared the one-to-one format of the tutorial program was a good approach, appropriate from the view of the school, the tutor and the tutee. The tutees, with the cooperation of the principal, determined when the one-to-one sessions with the tutor

took place and what the specific tutoring concern would be. In these one-to-one sessions, the tutee did not have to compete for the attention of the instructor; the tutee could use the most familiar mode of interaction with the tutor. Tutors were aware of dialect differences, differences in discourse rules, habits of responding, and so on which greatly facilitated their interaction with the tutees. The importance of a common cultural understanding cannot be underestimated in its effects on communication. Often, in regular classrooms, the teachers had no idea or knowledge of what the tutee spoke. According to the journals of the tutees, most did not feel comfortable speaking with their regular teachers in class.

The differences in perception between the classroom teacher and the Latino students was especially evident from the results of the Behavioral Assessment Questionnaire results of the teachers and the journals of the tutees. When tutees found the curriculum culturally irrelevant, they often detached from the instructional interaction. Teachers observed these students to be "pouting and sulking". Tutees who expressed in their journals they were very nervous about being called upon in class had, according to their teachers, unpredictable behavior and temper tantrums. Teachers saw the Latino students as restless and squirming, while students felt their body responses were perfectly normal and acceptable

in their own cultural enclaves. Noises, like loud laughter and singing, were considered by the teachers as inappropriate but were quite acceptable for Latino students in Latino environments. There were many instances of specific incidents between a tutee and a teacher that, upon inspection, could easily have been prompted by differences in perception due to differences in cultural expectations. One student who was frustrated because the teacher would not call on him to answer a question was described by theteacher as "acting out if demands were not immediately met." Another student was termed "acting smart" when he was, in his opinion, seeking peer approval. One female student was labeled by her teacher as "overly sensitive to criticism" because she cried when reprimanded. She, however, being from a Latin home, was used to displaying felt emotion.

The students themselves saw great progress and attributed much of it to their participation in the tutoring program.

One student felt she had improved a little in making and keeping friends. She indicated she felt less restless and had an easier time in finishing her work.

Another student stated he was more respectful to grownups and got into less trouble with his peers. He quarreled less. He also felt less frustrated in his school efforts. Furthermore, he did not allow himself to

be pushed by others.

A third student stated he was less distracted and had a larger attention span. His learning became less difficult. He did not cry as often as before.

One student felt less restless, less excitable, and less impulsive.

Another felt he had made much improvement in that he daydreamed less and learned much faster.

Still another didn't feel as shy and was less fearful of people and situations.

One counselor reported that at the beginning of the tutoring program, one tutee was highly defensive towards teachers and the Vice-Principal, and very aggresive toward other students. At the end of the tutoring period the researcher interviewed her and found she had calmed down somewhat and had even thought about school, college and possibly studying law. This tutee was articulate and able to express her thoughts logically.

Another tutee's special difficulty was English. Although she understood a little, speaking was difficult and she was having a difficult time in all her classes. She expressed hope that her improvement from the tutoring program would continued.

Teachers and tutors as a whole agreed on the efficacy of the program in improving school climate. At the dinner at the close of the semester the principal reported

that all the grades of the tutees had improved as well as their attendance; and he felt there was a noticeable improvement as well in school climate. According to the principal the program's results were very positive, having both helped the target population academically and improved the school-community climate.

A follow-up study of four students who had participated in the first year of the tutee program and were attending high school indicated that the contact they had had with the tutors was very positive. The students felt that they had been helped to improve their courses, their study habits, and had been exposed to someone who took an interest in them as individuals.

The program received good press both in news articles and editorials. A local newspaper ran an article which began "It works. Talk to anybody connected with the so-named Latino Project--and they all agree, it works." The article was followed by an editorial in the same newspaper giving credit to the program, praising the tutors and the school involved.

If the California State Department of Education, Office of Intergroup Relations, approves funding the project in future years will include a three-day preservice training for tutors. Tutors will be paid $22.00 per day and will receive $3.35 an hour plus $ .20 per mile reimbursement for travel from the college to the junior high

school. This pay will be given in addition to the one unit of work-experience credit.

The president of the college documented his support of the project when he stated in a letter to the State Department of Education that the project addressed itself to the need to improve contact with Latino members of the community and encouraged "these members to seek upward mobility through improved education." The president stated further that the seventh and eighth graders had improved their grades, attendance and self-concepts. According to the president, the program was to be expanded to other schools in the district as soon as funds were available. he stated that based on thirty years of educational experience, he felt the program demonstrated high potential for making a significant difference in the lives of young Latino students. He concluded his speech with the hope that this difference would be observed in all the students who participated in the project.

The feedback to the counselors from the tutees was very positive. Tutees met with the counselors several times during the year. Tutees reported there was a high level of trust and they were able to communicate openly with the counselors.

The tutees felt that the tutors were "sensitive and understanding about their feelings and attitudes about their (tutees') ethnicity, their education and them-

selves." Although the students felt they had been helped to improve in their courses and study habits, the most important aspect of the program according to the students was that they finally had someone who took an interest in them as individuals.

Tutees acknowledged that the program had helped to alleviate their anxiety about going on to high school. Two tutees felt they would make a good adjustment to high school. They felt positive and motivated to succeed. A strong statement for the program was the fact that every one of the twenty-two tutees planned to go on to high school.

During the program, the tutees were enrolled in basic classes but they were encouraged to research careers and schools after completion of the rpogram. They are also encouraged to call their tutors for help to enroll in academic classes if they needed assistance.

The tutors involved found that sometimes all that was needed was someone to listen. The relationships became closer --often more than a tutor-tutee association. One volunteer tutor admitted "I felt like a parent. When he got into trouble once, I was so upset." "Sometimes he just wants someone to listen", said another tutor. "We'll talk about sports, anything." Another explained, "I don't think that there is any way you can tutor children without getting involved in their personal lives." "These are

good kids but they are in situations where they are potential dropouts," said another. "It's important that they know they have a friend." One tutor pointed out that academic achievement was the focus of the tutorial experience. "I set goals for him. I wanted him to make an effort." The tutors felt a challenge. They felt the students had a great deal of common sense but needed help to master their coursework.

Summary

Results of the analyses showed that Latino tutees did not gain significantly in reading as assessed by CRT scores from prior to after participation in the tutorial program. Nor did they gain significantly in self-concept. Likewise, there was no measurable improvement in their attendance from the first three months of the program until three months after completion of the program.

There were, however, significant differences between positive and negative indicators of behavioral change as assessed by both tutors and teachers. Ratings from the Behavioral Assessment Questionnaire were found to indicate improvement.

Also, there was no significant correlation between reading gain scores and teachers' behavioral ratings; however, there was a significant correlation between self-concept scores and teachers' behavioral ratings. These

results suggest that the less frequently the students evidenced inappropriate behaviors and the more they improved in this respect, the higher their self-concept.

These results are discussed in the following chapter.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The principal findings of this evaluative study showed no significant improvement in reading for the tutees as evidenced by the Criterion Referenced Reading Test scores. Also, there was no significant difference in tutee's self-concept as indicated by scores from the Tennessee Self-Concept Scale.

There may be a number of reasons why these results were obtained. The researcher was not allowed to administer either of the tests; rather the tests were administered by teachers of the students. Because the teacher's were responsible for the testing, there were many lost scores, tests were given at different times during the final phases of the program, and in several cases, the testing simply was not done. Thus, the initial sample size was reduced so that at the conclusion of the project only seven students had both pretest and posttest scores for the CRT reading test, and only eleven had both pretest and posttest scores for the self-concept test.

The study was limited by public-school rules. The tutors were strictly volunteers. College students who served as tutors paid for their own transportation to and from the tutoring site. It was a work of altruism, praised by the Board, the principal, the dean, the parents, but it was without funding and, therefore, perhaps idealistic rather than realistic. Because of these constraints, the study should be considered an exploratory study rather than a sound evaluation of the tutoring approach.

The thrust of this study was to determine if focusing on the tutor-tutee relationship and providing a common cultural basis of understanding would serve to faciliate the tutoring process. Through conversations with the tutors, tutees and administrators of the junior high and college involved, the researcher was informed that the program was perceived very positively, and, in fact, it was to be reinstated for the following year.

One of the purposes of the study was to provide information for the administrators toward decisions pertaining to the tutorial programs. A proposal was written on the basis of this pilot-evaluation study to seek funds for providing tutors with inservice training. If this proposal is approved, $10,000 will be available.

Three coordinators for the program have been appointed including the researcher, the junior high school

principal and a psychology teacher. Because of the enthusiasm and involvement of these coordinators and the tutors, themselves, the program will be reinstated at the college and junior high school, even if funds are not granted for tutor inservice training.

To get funded, evaluative feedback about the value of the program must be broader in scope and more rigorously gathered than was possible in this study. For instance, the testing must be conducted by a trained professional (the psychology teacher) who can be responsible for getting scores from all participants and seeing that they are collected under more homogeneous conditions. The two instruments used in this study will be used to gather both reading scores and self-concept scores.

The lack of significantly improved attendance cannot be reported without noting the possible contribution of severely inclement weather in southern California during the time-frame of the project. The winter of 1982-83 was one of the wettest and coldest winters in this part of California on record. Tutors and tutees were snowed in and unable to attend regular classes, an almost unheard of experience in southern California. Generally, there was increased absenteeism in both the junior high and the college site of the study; and records of the college infirmary showed higher than normal rates of illness. Thus, comparing the attendance from September through

December when weather was typical for the desert area of Antelope Valley, site of the study, and attendance from February through May, with the highest recorded rainfall in the history of the state may not be an accurate reflection of attendance patterns.

Tutors' and teachers' indications that tutored students' behaviors had improved noticeably and measurably gave some support for the tutorial program. Although both of these ratings were subjective perceptions, the fact that they were similar gives them validation. From these findings it can be said that tutees did change, and positively, their in-class and school-related behaviors. Perhaps these changes portend changes in academic achievement and self-concept that might be observable if a longer time-frame for an evaluation study were employed.

Conclusions and Recommendations

More proposal funding is needed to implement programs. Legislators have not accepted a philosophical and descriptive evaluation. The "forms clearance hassle" needs to be corrected and more qualitative studies need to be made yearly if much-needed training programs are to continue.

The accurate prediction of data is always a problem above all in programs that merit qualitative research rather than quantitative. Some quantitative measures, however, have to be used as criteria for funding. The

quantitative data in this study showed no significant achievement for the tutees involved in the tutoring program, but was worth doing because it brought forth administrative-community support, student interest, and an evaluation to base preparation for next year's program, hopefully, with federal funding for tutor inservice training. The coordinators and administrators will still receive salaries, although their interest in the program's continuation is much more than monetary. What is needed is a full-time coordinator for the program and an expansion of the program to other junior high schools in the area.

In future studies the coordinators should be allowed to test tutees under more controlled conditions and the study should be expanded for a year, rather than a single semester.

The reason for having more controlled testing conditions in the future is that, as Cohen pointed out, even the best quantitative designs don't show positive effects for minority group members.[1] Even the most ambitious federally funded educational efforts failed to show quantitative results. Ethnographic qualitative studies of

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[1]D. K. Cohen, "The Value of Social Experiments," in Planned Variation in Education, eds., A. M. Rivlin and P. M. Timpane (Washington, D. C.: Brookings Institution, 1975).

minority children were often thought to document beneficial program effects.

The study rested on the assumption that Latino tutees would change their behavior patterns. Cultural congruency is important. The tutorial methods are also important. The tutees saw themselves differently in May relative to their perceptions in September at the beginning of the program. These outcomes of the tutoring were analyzed through the tutees' daily journals which they kept as a part of the program. These journals showed very positive responses and also documented that tutors' reactions were very positive.

As Trueba stated in serving as a broker between diverse sociocultural, linguistic worlds, empirical methods alone do not bridge the gap between culture and cognition. One teacher stated on the Behavioral Assessment Questionnaire, the lack of English proficiency of one student was the main basis for his problem in behavior. Students such as this need special educational treatment beginning with a comprehensive assessment of language proficiency. There is a need for a model of child socialization that works for all children coupled with a financial commitment by educators to implement that model.

It is recommended that for next year's evaluation of the tutorial program other types of tests be used in addition to those employed in this study. Further, it is

recommended that other types of measurements be used to test minimal English proficiency requirements in the LAUSD for minority students.

The coordinator of the peer-tutoring project and the Vice-President of Academic Affairs for the College felt that they both had a personal stake in the success of the tutorial program. They, being minority group members, had been helped by someone who took an interest in them. The Vice-President expressed her thanks for the program "as a third-generation Japanese American who had a firm hand help me from a relocation center at Poston, Arizona to my current position of responsibility."

APPENDICES

APPENDIX A

Student Handbook: Cooperative Work Experience Education
Antelope Valley College

STUDENT
HANDBOOK

Cooperative Work Experience Education

Antelope Valley College
3041 WEST AVENUE K, LANCASTER, CA.
93534

STUDENT MANUAL CONTENTS

SECTION	DESCRIPTION	PAGE
Section I Course Requirements	This section describes the necessary requirements for acceptance into and remaining in good standing in the Cooperative Education Program.	1
Section II Calendar	The calendar shows the important dates for your Cooperative Education Semester.	3
Section III Guidelines	This section describes the Antelope Valley College policies guiding the Cooperative Education Program.	4
Section IV Achievement by Objectives in Cooperative Education.	All Cooperative Education students must establish new learning objectives each semester. This section suggests how to do it, and provides worksheets for your use in determining your own goals.	6
Objectives development	Your list of objectives is the key to this course. Be prepared to discuss your objectives with your instructor/ coordinator.	7
Current Schedule	Complete this form and give it to your instructor/coordinator.	8
Job Description	You are encouraged to consult your employer regarding your job description.	9
Section V Additional Student Forms	Includes all forms necessary for your part in the Work Experience program for this semester.	10

FORM NUMBER	NAME	PAGE
CI WE 0014	Your current schedule and [illegible]	8
CI WE 0015	Job description	9
CI WE 0016	Identifying opportunities on the job	10
CI WE 0017	Statement of Job-oriented learning objectives	16
CI WE 0001	Student Application	17
CI WE 0002	Job Site Identification	18
CI WE 0003	Work Experience Agreement	19
CI WE 0008	Performance appraisal (Sample)	20
CI WE 0006	Monthly time records	Back

NOTE: The proper distribution of multiple forms is described at the bottom of the form.

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[redacted] :

COURSE REQUIREMENTS

Welcome to the Antelope Valley College Cooperative Education Program. Your success in the program depends on cooperation between YOU, YOUR EMPLOYER AND ANTELOPE VALLEY COLLEGE.

[redacted]

Program Requirements & Responsibilities

In order to remain in the program YOUR RESPONSIBILITIES ARE ...

WORKING:

1. Meet with your employer/supervisor within the first three (3) weeks of school to establish objectives to be accomplished on the job this semester.
2. Suggest a convenient time to your adviser during which he can visit your supervisor and you on the job.
3. Meet with your instructor/coordinator within the first three (3) weeks of the semester.

! Meet with your student

FORMS:

1. All the following forms must be completed and turned in to your instructor/coordinator to assure official enrollment in the program:
   A. CI WE 0014 - Your current schedule and key
   B. CI WE 0015 - Job description
   C. CI WE 0017 - Statement of job-oriented learning objectives.
   D. CI WE 0001 - Student Application
   E. CI WE 0002 - Job Site Identification
   F. CI WE 0003 - Work Experience Agreement
2. TIME RECORDS, form CI WE 0006 are your legal attendance record. Record your work hours and return to the Work Experience Office at the end of each month.

APPOINTMENT:

1. Before the end of the 10th week of school you MUST meet for an interview with Mr. Bingham, the Counselor/Adviser for Work Experience. It is YOUR RESPONSIBILITY to make and keep the appointment.

NOTIFICATION:

Be sure to notify your instructor/coordinator if .....

1. You make any change in your college program.
2. You make any change in your work station.
3. You need additional information.

Your employer/supervisor will be encouraged to .....

1. Assist you in setting objectives that you can accomplish on the job during this semester.

1

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Your employer/supervisor will be encouraged to.....

2. Evaluate how well you met those objectives at semester's end. Your course grade will reflect this evaluation.

Your instructor/coordinator is a faculty member from your major area. S/he will .....

1. Request that you meet early in the semester.
2. Visit you on the job (2):
   a. meet your supervisor and assist you in setting objectives for the semester
3. Receive the employer evaluation and prepare a semester grade.
4. Be available to discuss the program and assist you.

2. Coordinator/Instructor visits the job site & student

3. Coordinator/Instructor meets and discusses the student "on the job" performance

4. Analyzes and appeals evaluation and grades student

5. Be available to advise & help student

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SECTION II

COOPERATIVE EDUCATION CALENDAR

To be completed by end of 5th week of classes.

Instructor/coordinator meets with students on campus to discuss:

1. Job Analysis
2. Objectives

Registration of students will be authorized by instructor/coordinator using special Add card form OI WE 0011, after which student will be registered for course by counselors in guidance center the same as for all other courses.

The following forms must be completed and turned in to the Work Experience office. Failure to comply will cause the student to be dropped from the program:

- OI WE 0014 - Your current schedule and map
- OI WE 0015 - Job description
- OI WE 0017 - Statement of Job-oriented learning objectives
- OI WE 0001 - Student Application
- OI WE 0002 - Job Site Identification
- OI WE 0003 - Work Experience agreement

Student and Employer meet to discuss objectives

Strongly recommend completion by end of 6th week of classes.

1st visit (mandatory)
Student, Employer and Instructor meet on the job to:

1. Discuss program
2. Confirm objectives

To be completed by end of 10th week of classes.

Student has had an individual interview with Counselor/Advisor (Mr. Bingham).
De-registration of any student that has not turned in all his forms. It shall be the responsibility of the student to be sure he has done this.

Prior to start of final exams.

2nd visit (optional)
Employer Evaluation is picked up or mailed to the Work Experience office.
Objectives form is graded by employer and student.

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SECTION III

GUIDELINES

COOPERATIVE EDUCATION AT ANTELOPE VALLEY COLLEGE

Students may earn college credit for their work experience when this is related to their major field of study. Each work experience must take place at work stations approved by the college and the employers must be willing to enter into training agreements with the college. Work experience may be obtained by either the Parallel Plan or the Alternate Plan as described below.

THE PARALLEL PLAN

The Parallel Plan provides for work experience at the same time that the student is attending the college. The classroom work may be done during daytime hours, during evening hours, or during a combination of both.

Determination of College Credit

One (1) semester unit of credit for work experience may be granted for each five (5) hours of work per week. Students may earn up to four (4) units of credit per semester for a minimum of 20 hours of work per week. The maximum number of units that a student may receive under the work experience program is 16.

Units of credit are based on the average number of hours per week that a student works:

One unit	-	5-9 hours (total 75 hrs/semester)
Two units	-	10-14 hours (total 150 hrs/ semester)
Three units	-	15-19 hours (total 225 hrs/semester)
Four units	-	20 or more hours (total 300 hrs/semester)

Prerequisites

1) Students should have completed one (1) semester prior to enrolling in a work experience course. Exceptions to this rule will be based on the previous background of the student and will be subject to the approval of the Director of Cooperative Education.

2) To qualify for a work experience course in the parallel plan a student must be concurrently enrolled in eight (8) units, including the work experience class.

3) A student must earn at least eight (8) units in other courses for every four (4) units of work experience credit. A maximum of sixteen units of work experience credit is allowable in a college program. Students should check with their instructor/coordinator to determine the maximum number of units of work experience credit that will be acceptable for certificate and degree programs. (While students may earn a maximum of sixteen (16) units for work experience, not every program will accept that many for completion.)

4) A student who is employed on campus may earn work experience credit providing that all other guidelines are satisfied.

Orientation Meeting

Instructors are encouraged to meet with students on campus during the first three (3) weeks of classes. This meeting will provide an opportunity to discuss the program, make assignments, prepare objectives and for registration.

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Visitations

One (1) visit by the instructor/coordinator to the students place of employment is required each semester. Should there be need, more visits can be made as necessary.

1) The required visit will be so arranged that the instructor/coordinator will meet briefly with the student and his supervisor to discuss the program and to confirm the student's planned objectives. If this is done early in the semester, the Agreement should be signed at this time. If the meeting comes towards the end of the semester, the instructor may discuss the Employer Evaluation form with the supervisor.

2) An additional meeting may be scheduled later for evaluation of the student. Such a meeting will provide an opportunity for getting together with the student and his supervisor to discuss the effectiveness of the work station and the cooperative education program.

The Alternate Plan

The Alternate Plan of cooperative work experience education is designed to offer the student an opportunity to attend college full-time during one semester and to work full-time during the following semester. The summer session may be considered part of the alternate plan.

Determination of College Credit

A maximum of eight (8) units of work experience credit may be earned by a student during a semester. During the work semester the student may be enrolled in only one (1) other course.

Prerequisites

TO PARTICIPATE IN THE ALTERNATE PLAN A STUDENT MUST HAVE PREVIOUSLY completed twelve (12) units of credit, not less than six (6) of which were during the preceding semester.

Visitations (Same as above)

Students may not transfer from the alternate plan to the parallel plan or vise-versa without having completed twelve (12) units of course work between plans.

Faculty Involvement in Cooperative Education

Antelope Valley College faculty members will act as instructor/coordinators to work experience students. The instructor/coordinators will perform the following duties:

1) Advise students on a one-to-one basis
2) Assist students in setting objectives
3) Assist employers in evaluating the student's success in meeting the stated objectives.

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SECTION IV

ACHIEVEMENT BY OBJECTIVES
IN COOPERATIVE EDUCATION

Introduction

The Cooperative Education concept centers upon the value of learning that can take place on real job situations. Among the many advantages of on-the-job learning are: a sense of achievement, successful completion of a job, solutions to problems and vindications of and seeing the results of one's work.

Why Objectives?

Part of the requirements of a Cooperative Education program in California (refer to Section III) is that you must pursue a planned program of work experience education which includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment. While the general benefit of being able to gain related work experience is recognized, the demand for new learning opportunities requires special attention. One way to meet this demand is through a program of planned learning objectives centered around you, the student. Simply stated, learning objectives are your plan for learning that will take place on the job. By being involved in the setting of objectives, it is anticipated that you will realize greater accomplishment.

In addition it is expected that your performance evaluations by your employer supervisor will become more comprehensive since assessments can be made based upon prior expectations. With a fixed objective, you and your supervisor can better determine whether you are on the right path or not.

It is the college instructor/coordinator's role to assist and advise you in setting and reaching objectives on the job. Your job supervisor must also assist by conferring with you and the college coordinator in validating stated objectives guiding your accomplishment, and evaluating your achievement.

It is obvious that few statements of objectives ever reach a state of perfection, but can be re-written and improved indefinitely. A statement of objectives aims at identifying goals and describing desired outcomes or performances learners should have as a result of participation in an activity. The procedures usually describe the content, treatments, processes, activities or sequence of events that will take place in carrying out the design and evaluation activities.

By identifying and planning learning opportunities, you become a predictor of your own success and accomplishments. The process of thinking about, formulating, and pursuing a definite learning plan fits the definition of an instructional system and certainly poses an easier road toward awarding academic credit. Through active student-employer dialogue, your employer becomes a partner, forearmed with a knowledge of your intents, and at the same time, you may become more aware of your employer's goals. Behind this emphasis on objective setting is the belief that students cannot be passive and merely perform well in their instructional assignments, but they must be perceptive and seek to experience real learning.

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APPENDIX B

Tennesee Self Concept Test

INSTRUCTIONS

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully; then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

You will find these response numbers repeated at the bottom of each page to help you remember them.

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	Item No.
1. I have a healthy body	1
3. I am an attractive person	3
5. I consider myself a sloppy person	5
19. I am a decent sort of person	19
21. I am an honest person	21
23. I am a bad person	23
37. I am a cheerful person	37
39. I am a calm and easy going person	39
41. I am a nobody	41
55. I have a family that would always help me in any kind of trouble	55
57. I am a member of a happy family	57
59. My friends have no confidence in me	59
73. I am a friendly person	73
75. I am popular with men	75
77. I am not interested in what other people do	77
91. I do not always tell the truth	91
93. I get angry sometimes	93

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

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APPENDIX B

Tennesee Self Concept Test

	Item No.
2. I like to look nice and neat all the time	2
4. I am full of aches and pains	4
6. I am a sick person	6
20. I am a religious person	20
22. I am a moral failure	22
24. I am a morally weak person	24
38. I have a lot of self-control	38
40. I am a hateful person	40
42. I am losing my mind	42
56. I am an important person to my friends and family	56
58. I am not loved by my family	58
60. I feel that my family doesn't trust me	60
74. I am popular with women	74
76. I am mad at the whole world	76
78. I am hard to be friendly with	78
92. Once in a while I think of things too bad to talk about	92
94. Sometimes, when I am not feeling well, I am cross	94

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

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	Item No.
7. I am neither too fat nor too thin	7
9. I like my looks just the way they are	9
11. I would like to change some parts of my body	11
25. I am satisfied with my moral behavior	25
27. I am satisfied with my relationship to God	27
29. I ought to go to church more	29
43. I am satisfied to be just what I am	43
45. I am just as nice as I should be	45
47. I despise myself	47
61. I am satisfied with my family relationships	61
63. I understand my family as well as I should	63
65. I should trust my family more	65
79. I am as sociable as I want to be	79
81. I try to please others, but I don't overdo it	81
83. I am no good at all from a social standpoint	83
95. I do not like everyone I know	95
97. Once in a while, I laugh at a dirty joke	97

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

BEST COPY AVAILABLE

		Item No.
8.	I am neither too tall nor too short	8
10.	I don't feel as well as I should	10
12.	I should have more sex appeal	12
26.	I am as religious as I want to be	26
28.	I wish I could be more trustworthy	28
30.	I shouldn't tell so many lies	30
44.	I am as smart as I want to be	44
46.	I am not the person I would like to be	46
48.	I wish I didn't give up as easily as I do	48
62.	I treat my parents as well as I should (Use past tense if parents are not living).	62
64.	I am too sensitive to things my family say	64
66.	I should love my family more	66
80.	I am satisfied with the way I treat other people	80
82.	I should be more polite to others	82
84.	I ought to get along better with other people	84
96.	I gossip a little at times	96
98.	At times I feel like swearing	98

Responses –	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

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		Item No.
13.	I take good care of myself physically	13
15.	I try to be careful about my appearance	15
17.	I often act like I am "all thumbs"	17
31.	I am true to my religion in my everyday life	31
33.	I try to change when I know I'm doing things that are wrong	33
35.	I sometimes do very bad things	35
49.	I can always take care of myself in any situation	49
51.	I take the blame for things without getting mad	51
53.	I do things without thinking about them first	53
67.	I try to play fair with my friends and family	67
69.	I take a real interest in my family	69
71.	I give in to my parents. (Use past tense if parents are not living)	71
85.	I try to understand the other fellow's point of view	85
87.	I get along well with other people	87
89.	I do not forgive others easily	89
99.	I would rather win than lose in a game	99

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

BEST COPY AVAILABLE

		Item No.
14.	I feel good most of the time	14
16.	I do poorly in sports and games	16
18.	I am a poor sleeper	18
32.	I do what is right most of the time	32
34.	I sometimes use unfair means to get ahead	34
36.	I have trouble doing the things that are right	36
50.	I solve my problems quite easily	50
52.	I change my mind a lot	52
54.	I try to run away from my problems	54
68.	I do my share of work at home	68
70.	I quarrel with my family	70
72.	I do not act like my family thinks I should	72
86.	I see good points in all the people I meet	86
88.	I do not feel at ease with other people	88
90.	I find it hard to talk with strangers	90
100.	Once in a while I put off until tomorrow what I ought to do today	100

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

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APPENDIX C

Modified Behavior Assessment Questionnaire

BEHAVIOR ASSESSMENT QUESTIONNAIRE
Teachers

As a part of the tutoring program evaluation I am conducting a study to determine improvement in tutee's behavior in the classroom. Thank you for taking the time to fill in the questionnaire. Beside each item, please indicate your opinion of the tutee's degree of improvement by circling the appropriate number: (1) not at all, (2) just a little, (3) pretty much, (4) very much.

Thanks again for your assistance. Please answer all items.

This evaluation is for: _____
(Tutee's Name)

The date is: _____

	Not at all 1	Just A Little 2	Pretty Much 3	Very Much 4
1. Squirms and acts restless	1	2	3	4
2. Makes noises inappropriately	1	2	3	4
3. Acts out if demands are not met immediately	1	2	3	4
4. Acts "smart" (impudent or sassy)	1	2	3	4
5. Has temper outbursts and unpredictable behavior	1	2	3	4
6. Overly sensitive to criticism	1	2	3	4
7. Easily distracted and appears to have limited attention span	1	2	3	4
8. Disturbs other children	1	2	3	4
9. Daydreams	1	2	3	4
10. Pouts and sulks	1	2	3	4
11. Changes mood quickly and drastically	1	2	3	4
12. Quarrels often with little provocation	1	2	3	4
13. Has a submissive attitude toward authority	1	2	3	4
14. Moves about restlessly, always "on the go"	1	2	3	4
15. Acts excited and impulsive	1	2	3	4
16. Demands teacher's attention excessively	1	2	3	4
17. Appears to be unaccepted by the group	1	2	3	4
18. Appears to be easily led by others	1	2	3	4
19. Fails to finish things once started	1	2	3	4
20. Difficulty learning	1	2	3	4
21. Denies mistakes and blames others	1	2	3	4
22. Does not get along well with others	1	2	3	4
23. Uncooperative with classmates	1	2	3	4
24. Easily frustrated in efforts	1	2	3	4
25. Uncooperative with teacher	1	2	3	4

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BEHAVIOR ASSESSMENT QUESTIONNAIRE
Tutors

As part of the tutoring program evaluation I am conducting a survey to determine your opinion of your tutee's improvement in behavior. Thanks for taking the time to fillin the questionnaire. Beside each item indicate the degree of improvement by circling the appropriate number: (1) not at all, (2) just a little, (3) pretty much, (4) very much.

Please answer all the items. Thanks again for your assistance.

This evaluation is for: _____
(Tutee's name)

Date: _____

	Not at all 1	Just a Little 2	Pretty Much 3	Very Much 4
1. Picks at things (nails, fingers, hair, clothing	1	2	3	4
2. Sassy to grownups	1	2	3	4
3. Problems with making or keeping friends	1	2	3	4
4. Excitable and impulsive	1	2	3	4
5. Wants to run things	1	2	3	4
6. Cries easily or often	1	2	3	4
7. Carries a chip on his shoulder	1	2	3	4
8. Daydreams	1	2	3	4
9. Learns with difficulty	1	2	3	4
10. Squirms and acts restless	1	2	3	4
11. Acts fearful of new situations, new people, new places: going to school	1	2	3	4
12. Moves about restlessly, always "on the go"	1	2	3	4
13. Destroys things	1	2	3	4
14. Tells lies or stories that aren't true	1	2	3	4
15. Acts shy	1	2	3	4
16. Gets into more trouble than others the same age	1	2	3	4
17. Speaks differently from others the same age: (hard to understand, coding language problems, bilingual adjustment)	1	2	3	4
18. Denies mistakes or blames others	1	2	3	4
19. Quarrels a lot	1	2	3	4
20. Fails to finish things	1	2	3	4
21. Easily distracted and appears to have a limited attention span	1	2	3	4
22. Easily frustrated in efforts	1	2	3	4
23. Fights constantly	1	2	3	4
24. Boasts and brags	1	2	3	4
25. Lets self be pushed around by others	1	2	3	4

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APPENDIX D

Antelope Valley College
Cooperative Work Experience Student Evaluation Form

ANTELOPE VALLEY COLLEGE

M Previa Smith OK 6/1

SUBJECT: Cooperative Work Experience Student Evaluation

STUDENT: Margaret Andrade

EMPLOYING FIRM:

Your participation with Antelope Valley College in furthering the learning experience of the above named employee is appreciated. Students are graded on the basis of your appraisal of their performance and the accomplishment of their stated objectives. Therefore, we are asking you to complete this evaluation and return it in the enclosed envelope to the Work Experience Office before May 11.

Please express your opinion in all categories and make any comments you wish.

If you have any suggestions or concerns regarding the Cooperative Work Experience program, please feel free to call me.

Sincerely

F C Roberts

Frank C. Roberts
Dean, Technical Education
Work Experience

	Excellent	Satisfactory	Acceptable	Poor
Relations with others	✓			
Attitude	✓			
Judgement	✓			
Dependability	✓			
Ability to learn	✓			
Quality of work	✓			
Punctuality	✓			
Attendance	✓			
Learning skills	✓			
Preparation for advancement	✓			

COMMENTS:

The employer agrees that students have been accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex or handicap.

Employer's recommended grade: A

Supervisor's signature M. Smith

This report has been discussed with employee (YES) NO

Employee signature M. Smith

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APPENDIX E

College Day Questionnaire

College Day

1. Did you enjoy your day at college? (yes)
2. What diid you like the most? (everything...auto shop)
3. What did you like the least? (geography)
4. What did you think of the teachers (all of them are nice)
5. What did you think of the students? Books? (more grownup)
6. What was the most interesting thing you did or saw? (sundial clock)
7. What did you think of the cafeteria? Bookstore? Student lounge? (I liked it, it's just like a store, it looked fun)
8. Would you like to visit the college again? (yes)
9. Do you think you would like to do to college? (yes)
10. What would you like to do when you turn 18? (go to Antelope Valley College)
11. Would you have preferred to go in a group or not? (it's fun either way).

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